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ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: demonstrating spoken communication skills (using proper language and proper speaking techniques and relating information and messages correctly), demonstrating written communication skills (stating information in clearly, concisely, and correctly and conveying accurate and complete information), demonstrating nonverbal communication skills (using body language to improve speaking and listening skills), and demonstrating good listening habits (exhibiting the qualities of a good listener and following verbal instructions). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

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Work Skills

Work Maturity Skills

Competency 5

Communicate Effectively

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Connections
School and Work Transitions

Work Skills

Competency 5.0
Communicate Effectively

A Module in the Work Maturity Skills Series

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Introduction

The Work Maturity Skills training program is designed to help you develop the skills you need to keep a job. These skills, which are called work maturity skills, are skills that relate to a worker's behavior on the job. They are as important as job skills. They enable workers to function in a job setting.

Why Do You Need Work Maturity Skills?
All workers interact with other people—their bosses and co-workers, their customers and suppliers, mail workers, telephone operators, and many others. Even people who work alone interact with at least one other person. Therefore, workers must know how to get along with others.

Work maturity skills have a lot to do with relationships with others. Think about your—

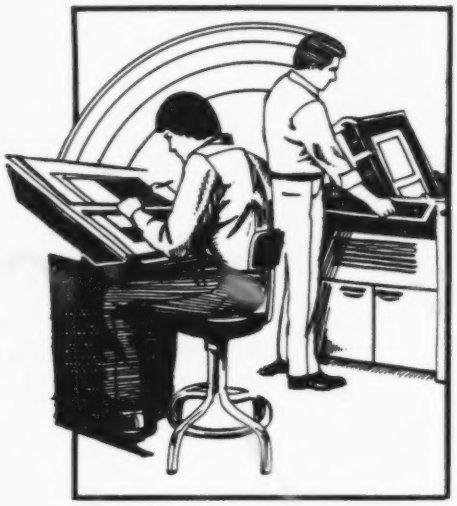
- appearance,
- ability to accept responsibility,
- character,
- method of communicating,
- work attitudes,
- ability to cooperate with others, and
- work habits.

All these factors affect interpersonal relationships.

Another part of work maturity is doing a good job. There are special attitudes, habits, and practices that enable people to do their work well . . . to be productive. Some of these are—

- being dependable,
- accepting new ways of doing things,
- maintaining confidentiality,
- being punctual,
- using good communication,
- managing responsibilities,
- completing tasks willingly and on time,
- operating equipment safely, and
- dealing with frustration.

All of these factors affect quality of work.



Do you know the main reason people lose their jobs? It is *not* because they lack job skills. It is because they cannot get along with others and do a good job. They lack work maturity skills.

Can you understand why people need skills in these areas? These skills affect how people see you . . . and feel about you. They affect how you do your job. They may determine whether or not you keep your job.

Once you learn these work maturity skills, you will be able to function in many kinds of jobs. That is true because these skills are transferable. That is, they can be transferred (taken) from one job to another. These are valuable skills to have in our changing society. They are skills that will keep you employable.

What Is So Special about the Work Maturity Skills Program?

The Work Maturity Skills training program follows a special course of instruction. It is ca'led individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on (built around) competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need . . not the ones you already have. For example, do you arrive on time for classes? Meetings? Work? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need.

There is another advantage to an individualized program. You can progress at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

What Are the Competencies Required for Work Maturity?

Employers have identified seven main sets of skills or competencies they want their workers to have. These competencies are:

1.0 Present a Positive Image
2.0 Exhibit Positive Work Attitudes
3.0 Practice Good Work Habits
4.0 Practice Ethical Behavior
5.0 Communicate Effectively
6.0 Accept Responsibility
7.0 Cooperate with Others

How Is This Individualized Program Built around These Competencies?

Instructions for developing each of the seven Work Maturity Competencies are in seven separate modules. This module contains instruction for Competency 5.0: Communnicate Effectively.

Look at the outline that follows.

5.0: Communicate Effectively

5.01: Demonstrate Spoken Communication Skills

5.01A: Use Proper Language

5.01B: Use Proper Speaking Techniques

5.01C: Correctly Relate Information and Messages

5.02: Demonstrate Written Communication Skills

5.02A: State Information in a Clear, Concise, and Correct Manner

5.02B: Convey Accurate and Complete Information

5.03: Demonstrate Nonverbal Communication Skills

5.03A: Use Body Language to Improve Speaking Skills

5.03B: Use Body language to Improve Listening Skills

5.04: Demonstrate Good Listening Habits

5.04A: Exhibit the Qualities of a Good Listener

5.04B: Follow Verbal Instructions

Find the competency statement. It is listed by whole number. Example:

5.0: Communicate Effectively

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

5.01: Demonstrate Spoken Communication Skills
5.02: Demonstrate Written Communication Skills

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

5.01A: Use Proper Language
5.01B: Use Proper Speaking Techniques

Read through the outline. Get to know the content areas.

How Should I Begin?
First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way:

Competency 5.0:	Communicate Effectively
Task 5.01:	Demonstrate Spoken Communication Skills
Operational Unit 5.01A:	**Use Proper Language**

Next is the performance objective. This objective is a statement. It describes—

- the conditions under which you begin your performance:

  Given a communication situation

- the job-related performance expected of you:

  you will be able to use proper terminology, grammar, and vocabulary

- and the standards of performance:

  to the satisfaction of the instructor

Next are the steps you will follow to do the unit of work. Example:

Step 1. Use proper terminology for your work.

And following are the procedures you will follow to do the steps. Example:

a. Identify terms used in your job or in this training program. List them on a sheet of paper.
b. Find out the meaning of each term. Consult a dictionary. Ask your instructor.

The information sheets for this module are included. Get worksheets and evaluation checklists from your instructor. Keep your completed worksheets and other pages. You will refer to them throughout the program.

After you complete all the procedures and steps, *stop*. This is the time you must decide if you are in doubt about any part of the unit. If so, you must seek help from your instructor and repeat the unit.

If you feel you have satisfactorily completed the unit, rate yourself on the evaluation checklist. (The evaluation checklist is at the end of the unit.) Then see your instructor. Give him or her your completed worksheet and the evaluation checklist. Your instructor will check your work and rate you on the checklist. Then you will begin another operational unit.

Now, read the evaluation checklists in the operational units. Can you perform any of the skills? If so, see your instructor. Demonstrate the skill required. Ask the instructor to evaluate you. There is no need to work on competencies you already have.

Then, begin to work on a competency you need.

Good luck! Enjoy the Work Maturity Skills training program.

Task 5.01
Demonstrate Spoken Communication Skills

Competency 5.0:	Communicate Effectively
Task 5.01:	Demonstrate Spoken Communication Skills
Operational Unit 5.01A:	**Use Proper Language**
Performance Objective:	Given a communication situation, you will be able to use proper terminology, grammar, and vocabulary to the satisfaction of the instructor.

Step 1. Use proper terminology for your work.

a. Identify terms used in your job or in this training program. List them on a sheet of paper.
b. Find out the meaning of each term. Look in a dictionary. Ask your instructor.
c. Practice using the correct terms each day as you do your work.

Step 2. Use correct grammar.

a. Demonstrate your language skills. Talk with your instructor. Tell him or her something about yourself—where you live, what you hope to do, and so on.
b. Ask your instructor to point out any grammatical errors you make in your speech.
c. Make a list of your most common grammatical errors.
d. Find out the correct way to express yourself in each instance. Look in an English usage book.
e. List the correction for each error in grammar.
f. Practice using correct grammar in all your communications.

Step 3. Use proper vocabulary.

a. Find out which kinds of words are not acceptable in your work setting. Read Information Sheet 5.01A.
b. List all the slang words and offensive words you have heard in conversations. List them on a sheet of paper.
c. Discuss reasons why such words should not be used. Meet with several other students:
   - Discuss confusion that results when people use different meanings for the same word.
   - Discuss how a person's feelings are affected by unkind words.
   - Discuss how improper vocabulary affects work—the way a person works—the quality of a person's work.
d. Find words to substitute for the improper words on your list. Ask your instructor for help.
e. Write the new words next to the words you listed. Practice using the new words in place of slang and offensive words.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, read the activity on Worksheet 5.01A. Take the worksheet to your instructor.

Demonstrate your ability to use proper language as you perform the activity. Your instructor will evaluate your skill . . . and advise you if necessary.

Then, rate yourself on the evaluation checklist. Take your lists and the evaluation checklist to your instructor. Ask your instructor to rate you. After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 5.01A

Read the information below. It describes words that should not be used in a work setting.

Slang Words

Slang words can be existing words. These words are used for meanings other than those stated in the dictionary:

tough	*fox*
neat	*cool*
sharp	*slick*

Slang words can be new words. These words are not found in the dictionary. They are not approved as words. Some examples are:

gleepy: (adjective) describes a person who is unattractive

nerd: (noun) refers to a person who is not smart or clever

Negative or Offensive Words

Negative or offensive words are words that are unkind. They are words used to describe a person's looks, size, intelligence, color, or nationality. These words can hurt another person's feelings. They are not acceptable in *any* situation. Examples:

stupid	*bookworm*
skinny	*mean*
ugly	*slob*

Competency 5.0:	Communicate Effectively
Task 5.01:	Demonstrate Spoken Communication Skills
Operational Unit 5.01B:	**Use Proper Speaking Techniques**
Performance Objective:	Given a communication situation, you will be able to speak with proper voice tone, diction, expression, and pace to the satisfaction of the instructor.

Step 1. Speak courteously and with a pleasant tone (sound or quality) of voice.

a. Read the communication techniques listed on Information Sheet 5.01B. These are techniques you would use on the job.
b. Practice using the techniques when talking on the phone. Get several people to practice with you.
c. Get a tape recorder. Tape record your conversations.
d. Evaluate your manner. Listen to the recording. Check your technique against the list on Information Sheet 5.01B.
e. Continue to practice. Improve your spoken communication.

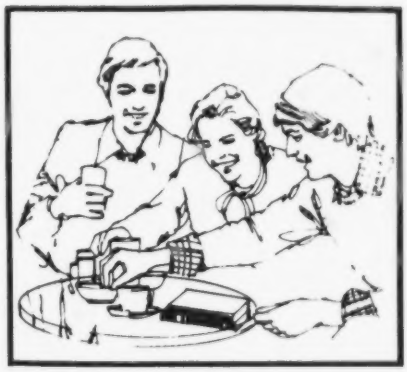
Step 2. Speak clearly.

a. Pronounce words carefully. Use words to pronounce the letters *b*, *v*, and *d*. (For example, say *b* as in *book.)*
b. Use expression in your voice. Vary the pitch and tone (sound).
c. Practice the techniques. Tape record your voice.
d. Evaluate your speaking voice. Listen to the recordings. Jot down the words that were not clear.

e. List ways you can improve your voice tone and pitch.
f. Practice these techniques to improve your speaking voice.

Step 3. Speak at a moderate pace.

a. Find out the normal speed of your speech. Get a tape recorder. Record your voice as you talk with another person.
b. Listen to and evaluate your recording. Are you easy to understand? Do you speak too slowly? Do you speak too fast?
c. Practice speaking at a moderate pace.



Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, get Worksheet 5.01B. Read the communication situation on the sheet. Then, take the worksheet to your instructor.

Demonstrate your ability to use proper speaking techniques as you perform the activity. Your instructor will evaluate your skill. He or she will also note your speaking technique as you continue in this training program . . . and will offer advice, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you. After the instructor verifies each item on the checklislt, begin another unit.

Information Sheet 5.01B

1. Speak with a smile. Let your voice tell others you are friendly and sincere.

2. Be patient and don't interrupt. Don't speak when another person is speaking.

3. Call other people by name. Use titles like *Mr.*, *Mrs.*, *Ms.*, *Dr.*, *Sir*, and so on. Never use words like *honey* or *dear* in a work situation. Many people consider endearing words to be rude, insulting, and unprofessional.

4. Ask questions if you are confused. Explain if you did not hear what was said. Use terms like *please*, *pardon me*, or *I'm sorry:*

   Please explain that to me again.
   I'm sorry. I didn't hear what you said.

5. Express kindness when you speak. Try to be helpful when possible:

   May I help you find the street?
   I'll be happy to get you a different size.

Competency 5.0:	Communicate Effectively
Task 5.01:	Demonstrate Spoken Communication Skills
Operational Unit 5.01C:	**Correctly Relate Information and Messages**
Performance Objective:	Given five situations, you will be able to correctly relate information and messages in each situation to the satisfaction of the instructor.

Step 1. Perform introductions.

a. Read the steps for performing introductions. They are on Part A of Information Sheet 5.01C.
b. Practice the techniques. Introduce two friends to each other. Work with those friends to perfect this skill.
c. Introduce one student to another. Choose two people who do not know each other.

Step 2. Place telephone calls.

a. Read the steps for placing telephone calls. They are on Part B of Information Sheet 5.01C.
b. Practice placing telephone calls. Work with another student. Do Part 1 of Worksheet 5.01C.
c. Tape record yourself as you place a telephone call. Call from this training program. Or call from your home or work.
d. Find out if you are placing calls correctly. Listen to the recording.

Step 3. Take and communicate telephone messages.

a. Read the steps for taking and communicating telephone messages.

They are on Part C of Information Sheet 5.01C.

b. Practice these techniques with another student.Do Part 2 of Worksheet 5.01C. Advise each other on ways to improve.
c. Practice the techniques as you answer the phone at home. Check yourself to make sure you have performed each of the steps.

Step 4. Give directions.

a. Read the steps for giving directions. They are on Part D of Information Sheet 5.01C.
b. Practice these techniques. Give another student directions to a grocery store.
c. Check to see if your directions are accurate. Follow the directions. Ask the student to go to the grocery store with you.

Step 5. Give instructions.

a. Read the steps for giving instructions. They are on Part E of Information Sheet 5.01C.
b. Practice the techniques. Give another student instructions on how to complete an operational unit in this training program.
c. Check to see if your instructions were correct. Meet with your instructor. Ask the student to repeat the instructions you gave him or her.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, read the communication situations on Part 3 of Worksheet 5.01C. Practice the communications. Then, take the worksheet to your instructor.

Correctly relate information and messages in each of the communication situations on Part 3 of the worksheet. Your instructor will evaluate your skill. He or she will also note how well you relate information and messages in this training program . . . and will offer advice if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you. After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Information Sheet 5.01C

Part A

Perform introductions:

1. Stand with one person (Phil). Another person (Doris) joins you. You must introduce them.

2. Name one of the people you want to introduce. State your message:
   Doris, I'd like you to meet Phil Faso.

3. Tell some facts about the person:
   Phil is the salesperson for National Wire Company.

4. Now, introduce the other person:
   Phil, this is Doris Hurley.

5. Say something about that person:
   Doris is director of marketing for J. P. & Associates.

Part B

Place telephone calls:

1. Dial the number correctly.

2. Ask for the person you are calling.

3. State your name and firm.

4. State the purpose of your call.

5. Leave a message when necessary:

   - State the message clearly and simply.
   - Repeat your name and firm.
   - Give your complete telephone number, including the area code.

6. Copy any information you receive.

7. Close the call courteously. Give thanks for the information and help.

Part C

Take and communicate telephone messages:

1. Answer the phone promptly.

2. Identify yourself:
   - Identify the organization or office.
   - Say, "This is _____ speaking."
   - Say, "May I help you?"

3. Answer the caller:
   I'm sorry. Ms. Atterbury is away from her desk right now.

4. Find out who is calling:
   Who shall I say is calling, please?

5. Obtain the caller's complete name, organization, and phone number. Write the information on a message pad:
   Mr. Jeff Jones
   Victor Products
   1-312-481-5020

6. Repeat the information. Make sure you have spelled the names correctly. Make sure you have correctly recorded the phone number.

7. Take the message. But do not *pressure* the caller to leave a message. Record the message correctly:
   May I take a message?
   Call Mr. Jones between 11:00 a.m. and 3:00 p.m., today, July 10.

8. Repeat the message. Make sure you have recorded it correctly.
   Mr. Jones, you want Ms. Atterbury to phone you today between 11:00 a.m. and 3:00 p.m.

9. *Thank the person for calling:*
   Thank you for calling, Mr. Jones. I'll give Ms. Atterbury your message as soon as she returns.

10. Complete the memo:
    - Write the name of the person for whom the call was intended.
    - Write the date and time of the call.
    - Sign your name or initials.

11. Deliver the message:
    - Place the message where it will not be overlooked.
    - If you see the person who was called, ask if he or she received the message.
    - Whenever possible, deliver the message orally as well as by memo.

Part D

Give directions:

1. Ask the person to take notes as you give directions.

2. Present the proper sequence of steps. For example:
   Directions to Bank One
   - *Walk one block north to Spring Street. Walk to the corner of Spring and High Streets.*
   - *Turn right—east—on High Street. Walk two blocks to the corner of High and Main Streets.*
   - *Turn left—north—onto Main Street. Walk one-half block.*
   - *Find the large white building on your left. The address is 1958 Main Street.*

3. Ask if there are any questions.

4. Ask the person to repeat the directions. See that he or she repeats them correctly.

Part E

Give instructions:

1. Ask the person to take notes. Also, ask the person to watch you if you demonstrate the techniques.

2. Give each instruction in the proper sequence. For example:
   1. *Turn the lever on the left of the machine. Turn it to the ON position.*
   2. *Place your left hand over the keyboard. Rest the little finger on A.*

3. Explain the reason for doing each step:
   Turn the lever to the ON position to start the machine.

4. Ask if there are any questions.

5. Ask the person to repeat the instructions. See that he or she repeats them correctly.

Task 5.02
Demonstrate Written Communication Skills

Competency 5.0:	Communicate Effectively
Task 5.02:	Demonstrate Written Communication Skills
Operational Unit 5.02A:	**State Information in a Clear, Concise, and Correct Manner**
Performance Objective:	Given information to communicate, you will be able to write clearly, concisely, and correctly to the satisfaction of the instructor.

Step 1. Determine the information you want to communicate.

a. Read Worksheet 5.02A.
b. Select the task you like best.

Step 2. Outline the message.

a. Think about the things you want to say.
b. List the main points of the message. List them on a blank sheet of paper.

Step 3. Place the information in logical sequence.

a. Read the points you outlined.
b. Decide in which order they should appear.
c. Number the points in the correct order.

Step 4. Include all important details.

a. Read each point
b. Add details that are missing. Make sure the information is complete.

Step 5. Write the information clearly and concisely.

a. Write information in the sequence you ordered.

b. Avoid using unnecessary words. See if you can use one word in place of several words.

Step 6. Use correct grammar, punctuation, and spelling.

a. Read the message you wrote.
b. Check your spelling with the dictionary.
c. Check your punctuation and grammar. Refer to an English usage book.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your written message and evaluation checklist to the instructor. Your instructor will check your work, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

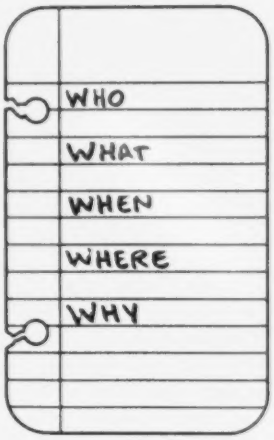
Competency 5.0:	Communicate Effectively
Task 5.02:	Demonstrate Written Communication Skills
Operational Unit 5.02B:	**Convey Accurate and Complete Information**
Performance Objective:	Given a message to communicate, you will be able to write complete and accurate information to the satisfaction of the instructor.

Step 1. Select a type of written communication.

a. Read Worksheet 5.02B.
b. Choose the message you want to write.

Step 2. Identify the party who should receive the message.

a. List any business to which you are writing.
b. List any persons to whom you are writing.



Step 3. List the necessary facts.

a. List the hour, day, and date of an event.
b. List the place where the event is or will be held—name, street, city, state, etc.
c. List any items, including their quantity and description.
d. List the things you want to say—the main message.

Step 4. Place the facts in the proper sequence.

a. Decide the order in which facts should be given.
b. Number the facts in the correct order.

Step 5. Write the message

a. Write information clearly and in a logical sequence.
b. Write in a concise and correct manner.
c. Include all important facts.

Step 6. Check your facts.

a. Make sure the information is correct. (Check with Worksheet 5.02B.)
b. Make sure you have included all the facts.

Step 7. Sign your communication.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your written message and evaluation checklist to the instructor. Your instructor will check your work, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 5.03
Demonstrate Nonverbal Communication Skills

Competency 5.0:	Communicate Effectively
Task 5.03:	Demonstrate Nonverbal Communication Skills
Operational Unit 5.03A:	**Use Body Language to Improve Speaking Skills**
Performance Objective:	Given a message to communicate verbally, you will be able to use body language to help convey the message to the satisfaction of the instructor.

Step 1. Use posture to convey a message.

a. Show interest, attention, or alertness. Sit or stand erectly.
b. Show involvement. Lean forward in your chair. Lean your body in the direction of the audience.

Step 2. Use face and eyes to express feelings and attitudes.

a. Show interest in others as you speak.
b. Use your face to show enthusiasm or happiness. Use facial expressions to show sadness or disappointment.

Step 3. Use gestures when appropriate.

a. Shake hands to welcome or greet someone.
b. Point to things you are describing. Do not point to people you are describing.
c. Use gestures to indicate size.

Step 4. Use role playing to practice body language techniques.

a. Choose a partner to practice with you. If possible, choose someone who is doing Operational Unit 5.03B.
b. Select a speaking situation. Choose from the suggestions in Part 1 of Worksheet 5.03A. Or choose one of your own if you wish.
c. Role play the situation. Speak, using the techniques given in Steps 1, 2, and 3.
d. Evaluate your performance. Ask your partner for ways to improve your use of body language.
e. Keep practicing. Try to perfect your skills.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, read the activity in Part 2 of Worksheet 5.03A. Take the worksheet to your instructor.

Demonstrate your ability to use body language when speaking. Perform the activity for your instructor. Your instructor will evaluate your skill . . . and advise you, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you. After the instructor verifies each item on the checklist, begin another unit.

Competency 5.0:	Communicate Effectively
Task 5.03:	Demonstrate Nonverbal Communication Skills
Operational Unit 5.03B:	**Use Body Language to Improve Listening Skills**
Performance Objective:	Given a listening situation, you will be able to use body language to show interest and attention to the satisfaction of the instructor.

Step 1. Use good listening posture.

a. Sit or stand in a relaxed but interested manner.
b. Lean a little toward the speaker. Make the speaker feel comfortable and important.
c. Don't look too eager. Don't look like you are waiting impatiently for your turn to talk, leave, and so forth.

Step 2. Use and interpret expressions.

a. Follow the speaker as he or she moves.
b. Communicate interest through your expressions. Find out everything the speaker is saying. Look at his or her expressions. What do they tell you?

Step 3. React to what the speaker is saying.

a. Nod when you agree.
b. Laugh or smile at humor.
c. Raise your hand if you are in a group and have a question. Or stand if the group is large.

Step 4. Use role playing to practice body language techniques for listening.

a. Choose a partner to practice with you. If possible, choose someone who is doing Operational Unit 5.03A.
b. Ask your partner to tell you about something he or she has seen or done—perhaps a movie or vacation.
c. Use body language as you listen. Follow the techniques listed in Steps 1, 2, and 3.
d. Evaluate your performance. Ask your partner for suggestions. How can you improve your body language when listening? How can you *show* more attention to the speaker?
e. Keep practicing. Try to perfect your skills.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, ask your instructor to evaluate you during a talk given by him or her, a visitor, or another student.

Your instructor will also observe body language during other listening situations in this training program. He or she will offer advice, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you. After your instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 5.04
Demonstrate Good Listening Habits

Competency 5.0:	Communicate Effectively
Task 5.04:	Demonstrate Good Listening Habits
Operational Unit 5.04A:	**Exhibit the Qualities of a Good Listener**
Performance Objective:	Given an oral presentation, you will be able to listen to information and repeat the message to the satisfaction of the instructor.

Step 1. Plan ways to avoid distractions that interrupt listening.

a. Identify listening distractions. Read Information Sheet 5.04A.
b. Listen to a newscast. Listen to a sermon or lecture.
c. Make a list of distractions that interrupted your listening in each situation.
d. List ways to avoid distractions. Get ideas from other students.

Step 2. Enter a listening situation.

a. Select two people to play a listening game with you.
b. Explain the rules:
   (1) Player Two must leave the room.
   (2) Player One reads a simple story or article, using expression when reading.
   (3) You must listen to the story.
   (4) Player Two enters the room after the presentation.
   (5) You must repeat the story to him or her.
c. Read Steps 3, 4, and 5. Follow them as you play the game.

Step 3. Give attention to the speaker.

a. Stop what you are doing. Find a quiet place. Sit down with the speaker.
b. Ask the speaker, Player One, to begin.
c. Look at the person who is speaking.
d. Listen to the verbal message. Avoid distractions.
e. Be aware of additional messages being sent. Look at the speaker's expressions and body movements.

Step 4. Repeat the main parts of the presentation.

a. Make notes of the main ideas and details.
b. Relate the story to Player Two.

Step 5. Determine the accuracy of the information you relay.

a. Ask Player Two to compare the story you repeated to the actual story.
b. Discuss the similarities and differences between the two versions. Suggest reasons for the differences.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, ask your instructor to evaluate your listening skill. Your instructor can do this the next time he or she speaks to your class. (Or, the instructor may choose to read a newspaper article aloud.)

Listen to the information. Repeat the message for your instructor. He or she will evaluate your listening skill . . . and advise you, if necessary.

Then, rate yourself on the evaluation checklist. Ask your instructor to rate you. After the instructor has verified each item on the checklist, begin another unit.

Information Sheet 5.04A

Distractions are things that take you away from what you are doing. It is a distraction when the telephone rings while you are eating. It takes your attention away from the food.

Some distractions that interrupt listening are described below. Some involve sight. Some involve sound. Some involve thoughts. Each of these distractions affects our ability to listen.

Read about the distractions. Think of times you have had similar experiences. Be alert to these distractions. Don't let them prevent you from hearing a message.

We think we already know the message.

Many times we are sure we know what a speaker is going to say. So, we don't really listen. We just tune in with half an ear. And we draw wrong conclusions.

Recently John's boss told him to pick up an XZL-150 tire at the Tire Outlet. John's boss usually buys tires at Firebird Auto and John knows that.

John did not listen carefully. So, he went to Firebird Auto to get the tire. He wasted gasoline and time by going to the wrong store. The distraction cost him money.

We look and think, but don't listen.

Frequently we fail to hear the name spoken in an introduction. We look at the person we are meeting. We notice his or her clothes or hair, for example. We think about how the person looks . . . who the person looks like . . . and what the person is like inside. We are so busy looking and thinking. We don't hear the name. We don't listen.

We let our minds wander.

Thoughts race through our minds. Many times the thoughts have nothing to do with the speaker's message. As the speaker talks, we let our thoughts drift away. "That window needs washing." "I wonder how Jane curls her hair." "I have a meeting tonight." Our minds tune out, come back to the speaker, and tune out again. Every so often we hear a sentence or two. But we miss the total message. Such lapses can be costly. Expecially if we are listening to instructions from a supervisor.

We are doing other things.

We find it difficult to pay attention to one thing. Notice this in church. People listen to the sermon *and* read the song book . . . or the bulletin. Our minds can only think about one thing at a time. We can listen *or* read. We can't do both at the same time and do them well.

Competency 5.0:	Communicate Effectively
Task 5.04:	Demonstrate Good Listening Habits
Operational Unit 5.04B:	**Follow Verbal Instructions**
Performance Objective:	Given a set of verbal instructions, you will be able to follow those instructions to the satisfaction of the instructor.

Step 1. Write on a sheet of paper a list of verbal instructions.

a. Ask your instructor to tell you how to leave your building in case of fire.
b. Take notes. Write each instruction in order on a sheet of paper.

Step 2. Ask questions about any points that are missing or unclear.

a. Review the list. Detemine how you will follow each step.
b. Make a list of other facts you must know.
c. Check your list with your instructor. Is there anything missing?

Step 3. Follow the instructions.

a. Pretend you are having a fire drill. (Ask permission to practice this. Or do it at the end of the class day.)
b. Leave the building by following the instructions you wrote.

Step 4. Add any instructions that were omitted in your first list.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your list of instructions to your instructor for evaluation. Demonstrate your ability to follow the instructions.

Your instructor will observe your ability to follow verbal instructions while in this training program. He or she will advise you, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you. After your instructor has verified each item on the checklist, begin another competency module. Work until you have completed all seven modules.

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